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ABSTRACT

The Texas Education Code directs the Texas Education Agency to prepare and distribute a "reorganized curriculum based on operation of schools on a quarter basis," which authorization offers opportunities for curriculum changes in Texas public schools. This guide is designed to provide leadership in curriculum development for school districts as they plan and implement a quarter system. The guide contains both general descriptions of the impact of the quarter system on elementary and secondary schools and specific suggestions for modifying each subject offering and granting credits according to a semester or a quarter unit plan. The publication considers the relation of the quarter system to summer school, compares the impact of the 55-minute period and the 80-minute period, and explains new graduation requirements under the quarter system. Specific school subjects considered include art, business education, drama, driver education, English language arts, foreign languages, health and physical education, industrial arts, mathematics, music, science, social studies, and vocational courses. For each course the document lists grade placement, semester time or credit and course prerequisites required. (Author/DN)

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GUIDES FOR CURRICULUM PLANNING FOR THE QUARTER SYSTEM

Texas Education Agency
Austin, Texas

December 1973

EA 006 171

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COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

The Texas Education Agency was originally directed by the 62nd Legislature to institute the quarter system in all schools in the State in September of 1973. Some school districts agreed to pilot test the quarter system during school year 1972-73. In February 1972 the document, Guidelines for the Quarter System, 1972-1973 for Texas Public Schools, was published to give general administrative suggestions for piloting the quarter system. In December 1972 Guides for Curriculum Planning for the Quarter System, 1973-74 were published and disseminated to all Texas schools.

The 63rd Legislature changed the deadline for statewide implementation of the quarter system to September 1975. Detailed guides for curriculum planning for the quarter system which are described in this bulletin are an outgrowth of the study, experience, and effort of the piloting school districts and of the Agency staff. These guides are a revision and updating of the December 1972 publication.

The bulletin is being distributed at this time to assist school districts in making plans for implementing the quarter system in September 1975.

J. W. Edgar
Commissioner of Education

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INTRODUCTION

The Texas Education Code, Chapter 16, Subchapter 6-1, directs the Texas Education Agency to prepare and distribute a "reorganized curriculum based on operation of schools on a quarter basis."

The legislative authorization of the quarter system offers opportunities for curriculum changes in Texas public schools. These guides are designed to provide leadership in curriculum development for school districts as they plan and implement a quarter system. The bulletin contains both general descriptions of the impact of the quarter system on elementary and secondary schools and guides for modifying each subject offering and for granting credits according to a semester unit plan or a quarter unit plan.

In this bulletin, "elementary school" refers to grades K-6 and "secondary school", to grades 7-12. Such a designation is for editorial convenience only, and in no way reflects an attempt to favor or perpetuate these classifications. With the advent of kindergartens, continuous progress, non-graded approaches, and middle schools, many different organizations are emerging in Texas schools.

This document should be viewed as an extension and expansion of the Guidelines for the Quarter System, 1972-1973 published by the Texas Education Agency in February 1972. It is also a revision and updating of the Guides for Curriculum Planning for the Quarter System, 1973-74 which the Agency distributed in December 1972.

If the document is to be reproduced locally for distribution to subject matter specialists, department chairmen, or teachers, it is strongly recommended that this Introduction and Parts I and II be given to any staff member who receives a portion of the document. This will help each person to see the overall plan as well as his own area of interest.

While staff members from many Agency divisions have participated in the development of this bulletin, the administrative responsibility for the implementation of the quarter system in Texas public schools has been assigned to the Division of Administrative Services. Inquiries about the bulletin and requests for additional information should be addressed to that division.

PART I

THE QUARTER SYSTEM IN ELEMENTARY SCHOOL OPERATION - GRADES K-6

Moving to a quarter system may have little effect upon the administrative operation of elementary schools, provided a school operates only three quarters. In districts where staff members such as art or music teachers are shared by elementary and secondary schools, their time will need careful scheduling. In addition, the elementary school may need to adjust the time for reporting to parents to coincide with that of the secondary school. The elementary school principal should be aware of the impact that implementation of the quarter system may have on the community and assist in explaining and interpreting the changes to teachers, pupils, and parents. The quarter system, however, may stimulate significant change in elementary school curriculum.

The elementary school principal may wish to implement instructional approaches such as open education, modular scheduling, minicourses, and continuous progress and/or nongraded programs. However, Sections 21.451-21.460, Texas Education Code, 1973, require the implementation of bilingual education programs for children of limited English-speaking ability. Beginning with the 1974-75 scholastic year each school district which has an enrollment of 20 or more children of limited English-speaking ability in any language classification in the same grade level during the preceding scholastic year, which does not have a program of bilingual instruction in accordance with the Texas Education Agency Statewide Design for Bilingual Education, shall institute a program of bilingual instruction for the children in each language classification. Schools will commence implementation in the first grade and increase the program by one grade level each year until bilingual instruction is offered to the sixth grade. Local boards have the option of establishing programs with respect to a language classification with less than 20 children. Progress of pupils should be based on their needs rather than on rigid time allotments.

Some curriculum planners work on the assumption that elementary subjects must be taught according to a minimum time schedule on either a daily or a weekly basis. Accreditation standards, however, do not specify time allocations for elementary subjects. Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 Revised, states:

> Each elementary school maintains a balanced curriculum offering, including English language arts, science, mathematics, social studies, art, creative dramatics, music, health, physical education, and, if desired, modern foreign languages. Each course is based upon the State description of courses and local courses of study.

In districts initiating a full four-quarter operation, with pupils rotated to attend three of four quarters, the elementary school must adjust its assignment of faculty and pupils to accommodate families desiring a common vacation quarter.

PART II

THE QUARTER SYSTEM IN SECONDARY SCHOOL OPERATION
Grades 7-12

Grades 7-8

Accreditation standards specify time allocations for Grades 7-8 in several subjects. Time allocations will differ slightly in the semester credit plan and the quarter credit plan. In the semester credit plan, 65 clock hours per quarter would be required. This would allow a 130-hour requirement to be met in two quarters. (However, Coordinated Vocational Academic Education program, both academic and occupational phases, must be conducted for three consecutive quarters.) In the quarter credit plan, 45 clock hours per quarter would be required. A 135-hour requirement could then be met in three quarters. The variations in class time may be 65 minutes per period for semester credit plan and 45 minutes per period for quarter credit plan. Requirements are as follows:

	Clock Hours, Minimum Semester Unit Plan	Clock Hours, Minimum Quarter Unit Plan
English Language Arts	260	270
Mathematics	260	270
Social Studies	260	270
Science	130	135
Physical Education	130	135
Electives	450	450

Grades 9-12

Accreditation standards have in the past specified time allocations for Grades 9-12 on the basis of 160 clock hours for one-credit courses and 80 clock hours for half-credit courses. In practice, most schools have scheduled one-credit courses for two semesters and half-credit courses for one semester. Principle IX, Standard 2, in Bulletin 560, Revised, Principles and Standards for Accrediting Elementary and Secondary Schools, has provided that courses offered for a unit of credit in Grades 9-12 are scheduled for a minimum of 160 clock hours of class instruction. However, a course is considered completed and credit awarded under either of the following conditions:

- The student has been enrolled in a course scheduled for the minimum clock hours and has made satisfactory progress.

- The student has demonstrated achievement by meeting the standard requirements of the course, regardless of the time he has been enrolled in the course.

Courses designed to individualize instruction for special education students may also be considered completed and credit awarded under either of the previously cited conditions.

These definitions have allowed for flexible scheduling of students for individualized instruction, establishing programs for continuous progress, recognizing differences in levels of achievement of individuals, and yet have assured that all students have available minimum instructional time.

Under the quarter system, the district will now have two options in meeting revised accreditation standards and in granting course credit:

- Grant credit on a semester unit plan, but extend the instruction time spent daily or weekly in a course. Offer a semester's credit ($\frac{1}{2}$ unit for 80 clock hours of instruction) scheduled in one quarter (60 days).

- Grant credit on a quarter unit plan; that is, offer a quarter credit (1 unit for 55 clock hours of instruction) scheduled in one quarter (60 days).

Schools have wide latitude and freedom concerning course development established within the framework of Texas Education Agency guidelines.

Semester Unit Plan

A district may increase the time per class period from 55 minutes to 80 minutes. This arrangement requires either a longer school day or a reduction in the number of courses a student takes each quarter. With the lengthened daily class period, some courses which presently are offered for a school year of nine months (180 days) would be offered in six months (120 days). However all students in occupational programs, except for certain homemaking courses, will attend classes for the full year; that is, for three consecutive quarters whether under the quarter unit plan (55-minute periods) or the semester unit plan (80-minute periods). Occupational programs operating on three consecutive 55-minute periods will be scheduled for two 80-minute periods. See the List of Approved Courses for specific clock hour requirements for each course.

Quarter Unit Plan

A secondary school may follow the traditional daily schedule, with modules of 55 minutes. Courses which are offered now in two semesters (1 unit of credit) will be divided into three quarters, but courses which are offered now in one semester ($\frac{1}{2}$ unit of credit) will be offered in one or two quarters as indicated in the list of approved courses beginning on page 11.

The Quarter System and the Summer School

In districts that elect to operate on three quarters a year, the usual summer program may be offered. The purposes, organization, and operational procedures remain the same as in the past. Principle VI, Standard 14, would apply to this type of program. The summer program would continue to be financed from sources other than Foundation Funds such as local money, tuition, or other available sources.

In districts electing to operate four quarters, the usual "summer" program may be operated in any quarter of the year to pupils ineligible for earning ADA. Principle VI, Standard 14, would apply. This "off" quarter program, operating along with a regular quarter schedule, would provide another alternative for pupils.

In districts that elect to operate four quarters a year, pupils may elect or the district may specify which three quarters to attend. Pupils who wish to attend a fourth quarter may do so if the cost is paid by local money, tuition, or other available sources that are not Foundation Funds. The purposes, organization, and operational procedures remain the same for all four quarters. Therefore, in this kind of program, a pupil could attend a regular school program for four quarters. However, that pupil would have to be counted as "ineligible attendance" for the Foundation School Program in one designated quarter.

A Comparison of the Impact of the 55-Minute Period and the 80-Minute Period

Each high school has developed an organization and requirements for students considered to meet the local needs. Graduation requirements vary. Generally, a student will be enrolled in four courses each year and two years of health and physical education. Therefore, the minimum schedule has been four or five periods per day or 640 to 800 clock hours of class time per year. Many high schools have a higher requirement, so some pupils may be scheduled for up to six periods or 960 clock hours per year.

Converting the existing organization to the 55-minute period under the quarter plan will not change the daily or yearly schedule except for scheduling three 60 day units or work per year rather than two 90 day units of work. One day may be scheduled for examinations at the end of each quarter.

If 80-minute periods are used, there may be a problem when some programs require 80-minute periods for three consecutive quarters. Teachers who formerly taught five 55-minute periods each day may now be faced with teaching five 80-minute periods each day, or schedule modifications may be required to prevent them from having additional clock hours of instruction time in their daily schedules.

Students who are involved in programs such as occupational education which may require class participation for three consecutive quarters will have an increase in the amount of in-class time. Students in these programs will also find that the number of elective choices may be decreased.

Accreditation Principle VI, Standard 13 was designed for a standard 55-minute period. Under the quarter system competitive athletics should still be restricted to one 55-minute period per day.

Graduation Requirements

The required units include the following specified subjects:

Subject	Semester Unit Plan	Quarter Unit Plan
English	3	9
World History or World Geography	1	3
American History	1	3
Government	½	2
Mathematics	2	6
Science	2	6
Health Education	½	2
Physical Education	1½	5
Electives	6½	19
Total required	18	55

For students who accumulate units under two systems, the school may convert from one credit system to the other using this chart and the List of Approved Courses found in each subject area section.

Experimental Courses

Local needs may best be met in some situations by developing a course that is not included in the List of Approved Courses. Quarter system operation can increase the potential for experimentation since courses now can be scheduled and completed more frequently during the year. Experimentation is encouraged, provided that the purposes and content of the course are not a duplication of existing courses on the approved list.

All courses not included in the List of Approved Courses are considered experimental courses and are subject to the following accreditation standard:

> Schools desiring to develop courses not in the 'List of Approved Courses, Grades 7-12' submit a course description to the Division of School Accreditation, Texas Education Agency, for approval to teach such a course, and submit an evaluation at the close of the year.

The Texas Education Agency recognizes the need for continued experimentation and improvement of instructional practices. Standards for programs are not intended to discourage schools from engaging in planned and organized experimentation. However, when a school desires to implement a course of experimental nature, the following procedures are to be followed:

- Experimentation is to be reported to the Division of School Accreditation prior to implementation of the project.
- A written report must be submitted that includes the nature and extent of the experiment, expected outcome, and methods and procedures for evaluation.
- At the end of the experiment the school agrees to report findings to the Division of School Accreditation, Texas Education Agency.

More explicitly, schools planning to implement such a course should:

- Submit a course description that includes
  - .. the content of the course showing the purpose, objectives, text or instructional materials to be used, the amount of local credit to be granted, and a summary of expected outcomes,
  - .. the qualifications of the instructor,
  - .. prerequisite courses, if any,
  - .. implementation date, and
  - .. time or class period requirements.
- Submit a written evaluation of the course to the Division of School Accreditation at the end of the school year. The evaluation should specifically include the performance of pupils in terms of the course's clearly stated and measureable objectives.

The course descriptions are sent by the Division of School Accreditation to the appropriate specialists in the Agency for review and recommended action. They carefully consider items such as resources, needs, objectives, and continuity of the course.

A new standard now gives conditions under which a local course may be used in the units required for graduation. A new part of Principle VI, Standard 11, reads:

> Credit for a course not included in the approved list but given individual approval by the Division of School Accreditation may be used in the minimum units required for high school graduation under two conditions:
>
> (1) if the course has been approved and taught once, and
>
> (2) if the evaluation report submitted at the close of the course justifies its continuation and specifies how it will be used in meeting graduation requirements.

Provisions for Occupational Programs

All occupational units will be allocated in accordance with the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students.

Except for students enrolling in useful homemaking, all students in occupational programs will attend classes for three consecutive quarters under the quarter unit system (55-minute periods) or for three consecutive quarters under the semester unit system (80-minute periods). Homemaking units will be allocated for 10, 11, or 12 months as in past years depending upon the school's plan for utilizing the additional time.

Schools which operate four quarters per year may write the Associate Commissioner for Occupational Education and Technology to request funding and authorization for laboratory programs to operate the fourth quarter or summer session.

School officials should examine the list of approved courses carefully before determining whether the quarter unit plan (55-minute periods) or the semester unit plan (80-minute periods) is best suited to their needs. Please note that credits and operating plans for all programs, except for useful homemaking and other homemaking quarter or semester courses, are for a full year program. That is, where the 80-minute period is chosen, students are enrolled for three consecutive quarters and credits are granted accordingly.

School districts which want to experiment with variations from any of these provisions and districts which are interested in beginning experimental programs in occupational education should contact the Associate Commissioner for Occupational Education and Technology to secure guidelines for the submission of proposals.

Provisions for Special Education

Experimentation in special education services is also encouraged. Courses designed for completion of credit shall be submitted to Division of School Accreditation in the form and method previously described. Staff members from the Division of Special Education will serve the Division of School Accreditation as specialists in the required area study of the proposed courses.

Special education students may participate in any of the courses offered provided in depth pupil assessment indicates the pupil's ability to achieve in such courses with curriculum modification and/or special assistance from a special education teacher.

Programs specifically designed for special education students may be developed in keeping with the minimal time required. The programs and required times shall be described in the local district's Five Year Planning document. The required period of instruction for special education students in the vocational adjustment class shall comply with the district's time per class period on either the semester unit plan or the quarter unit plan.

When a school district provides a program for all four quarters, special education students receiving more than one half of their instruction in mainstream classes may be counted for eligible ADA for three of the four quarters. Such students are eligible for special education classes during the fourth quarter but may not be counted for eligible ADA for classroom teacher unit allocation.

Special education programs may be allocated to operate for the full four quarters provided the district has described such expanded programs in its Five Year Plan and has received prior approval from the Division of Special Education on the plan.

Provisions for Bilingual Education

Implementation of the quarter system in secondary schools does not interfere with providing bilingual instruction. In accordance with Section 21.109, Texas Education Code, 1973, the provisions of Sections 21.451-21.460, Texas Education Code, 1973, do not preclude schools from offering or permitting bilingual instruction at any grade level(s) in those situations when such instruction is necessary to ensure a pupil's efficiency in the English language so that he may not be educationally disadvantaged.

PART III

LIST OF APPROVED COURSES

ART

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Art	7-8	65 clock hours, mimimum	
Art I	9-12	1 unit	
Art II	9-12	1 unit	Art I
Art III	9-12	1 unit	Art I and II
Art IV	9-12	1 unit	Art I, II, and III

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Art	7-8	45 clock hours, minimum	
Art I	9-12	3 quarters	Taken in sequence
Art II	10-12	3 quarters	Art I
Art III	11-12	3 quarters	Art I and II
Art IV	12	3 quarters	Art I, II, and III

One-half and One Credit Courses Changed to 1, 2 or 3 Quarters

Each art course, grades 9-12, is taken for one credit under the semester unit plan. When changing to the quarter unit plan, these credits will be converted to three quarters per course.

Implications of the Lengthened Class Period

Because art involves the use of various tools and equipment, time is required for setting up at the beginning of the period and cleaning and storing at the end of each class. Longer art periods provide extra time for students to work on projects, to plan, to think, and to solve problems they encounter in giving visual form to ideas.

Another type of scheduling which would provide longer class time for art would be to schedule classes for two consecutive shorter periods meeting on alternate days rather than daily.

Sequencing and Scheduling

It should be kept in mind that Art I provides the foundation and the prerequisite for Art II. Art I is primarily devoted to the conscious and systematic presentations of various art processes, procedures, and historical developments and should be taken in sequence. Art II does not need to be taken in sequence but a student enrolling in Art II must have completed all quarters of Art I. Those enrolling in Art III must have completed Art I and Art II, and those enrolling in Art IV must have completed three courses of art.

Instructional Resources, Including Textbooks

State-adopted texts in art have never dictated the course content, since at the high school level only one group of books is adopted for Art I through Art IV. However, with multiple adoptions many schools have five different texts available. Art texts are used as art appreciation material, reinforcement in the art curriculum, and information concerning art processes.

Experimental Courses

A greater variety of courses may be planned to meet the needs and interests of the individual students. These may include a course for those with special ability and interest in art, a course for those who are interested in learning about art but are not interested in producing art, and a course for those who have little ability or interest in art but may be assigned to art for various reasons.

In addition to the regular art courses, schools may wish to introduce minicourses. These may vary according to the needs of the local school system and the resources for initiating such a course. The following minicourses, which may vary in length, would allow experimental and pilot type programs to be developed without long-term commitments:

- Filmmaking. Art I as a prerequisite is desirable since filmmaking will be approached as an art form. Class size would be determined by available equipment.
- Photography. Art I as a prerequisite is desirable since photography is an art form.
- Environmental Design. Art I as a prerequisite is necessary for students to redesign and plan for community needs. This course is very appropriate for environmental education.
- Career Awareness. Emphasis is given to what one might expect in various careers in art.
- Marionette Production. Designing and constructing marionettes and the production of a marionette show would be the content of the course.
- Local Art Resources. A course composed of visits to art museums, artists' studios, and use of art resource persons in the community. This could only be organized in large cities and might also serve a vital purpose in career education.
- Jewelry Casting. Experience in fabrication of jewelry is a prerequisite. The equipment available will definitely determine the class size.
- Art in America. Emphasis could be on the various cultures and the contributions each has made to art and architecture.
- Art of Black Artists
- Art of History
- Contemporary Architecture
- Architecture in the Community
- Contemporary Art. Emphasis would be on the current trends in art.
- Stage Craft. The production of scenery and certain props would be a part of this course.

BUSINESS EDUCATION

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Typewriting	8	65 clock hours, minimum	
General Business	9-10	½-1 unit	
Typewriting I	9-12	"	
Typewriting II	10-12	"	1 unit in typewriting
Business Arithmetic	10-12	"	1 unit in mathematics
Business Law	11-12	½ unit	
Salesmanship	11-12	½-1 unit	
Shorthand I	11-12	1 unit	* Typewriting I
Shorthand II	12	½-1 unit	Typewriting I and Shorthand I
Bookkeeping I	11-12	1 unit	
Bookkeeping II	11-12	½-1 unit	Bookkeeping I
Record Keeping	12	"	
Clerical Practice	12	"	1 unit in typewriting
Stenographic Practice	12	"	* 1 unit in shorthand
Business Machines	12	"	* 1 unit in typewriting
Business Office Experience	12	1-2 units	Typewriting I; Shorthand I or Bookkeeping I
Business Communications	12	½-1 unit	3 units in English

* or may be taken concurrently

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Business Organization and Management	11-12	½-1 unit	

BUSINESS EDUCATION

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Typewriting	8	45 clock hours, minimum	
General Business	9-10	1,2,3 quarters	
Typewriting I	9-12	"	
Typewriting II	10-12	"	Typewriting I 3 quarters
Business Arithmetic	10-12	"	3 quarters, Mathematics
Business Law	11-12	1,2 quarters	
Salesmanship	11-12	1,2,3, quarters	
Shorthand I	11-12	3 quarters	* Typewriting I 3 quarters
Shorthand II	12	1,2,3 quarters	Typewriting I and Shorthand I
Bookkeeping I	11-12	3 quarters	
Bookkeeping II	12	1,2,3 quarters	Bookkeeping I
Record Keeping	11-12	"	
Clerical Practice	12	"	Typewriting I, 3 quarters
Stenographic Practice	12	"	* Shorthand I
Business Machines	12	"	* Typewriting I 3 quarters
Business Office Experience	12	3,4,5,6 quarters	Typewriting I, 3 quarters, Shorthand I and Bookkeeping I

* or may be taken concurrently

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Business Communications	12	1,2,3 quarters	9 quarters English
Business Organization and Management	11-12	1,2,3 quarters	

One-half and One Credit Courses Changed to 1,2, or 3 Quarters

Since all courses in business education are electives, the decision for the number of quarter credits given for a particular course is made at the local level. Only when a course is prerequisite is the number of quarters specified.

Implications of the Lengthened Class Period

Longer class periods allow for interaction among members of groups, for building concepts in basic business courses, and for longer uninterrupted time for building skills in both typewriting and shorthand transcription.

Sequencing and Scheduling

The acquisition of skills in shorthand, typewriting, and bookkeeping requires cumulative learning; therefore, consecutive scheduling is desired. In addition, consecutive scheduling of courses for which the skill courses are prerequisite aids proficiency of performance.

Instructional Resources, Including Textbooks

Although the State-adopted textbooks can be easily adapted to the quarter system for class periods of various lengths, supplementary instructional materials help provide the best possible learning experiences. The use of media such as pamphlets, government documents, magazines, models, displays, tapes, field trips, and demonstration films affords experiences which enable the student to manipulate, see, hear, read and discuss.

Experimental Courses

The quarter system provides a flexibility of scheduling which makes possible the offering of new courses, such as:

- Data Processing. Since a large number of business firms now function through a data processing device, and indications are that the number will be increasing, the business education departments should offer some type of data processing course. A nonhardware course could become a part of any business education department.

- Business Behavior. This course could develop personality, teaching the individual how to handle business situations whether as a customer or as an employee in a company. The student could also learn the etiquette and protocol of business which are essential for advancement.

- Consumer Economics. This course can provide the knowledge needed to make wise decisions in spending.

DRAMA

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Drama	8	65 clock hours minimum	
Drama I	9-12	½-1 unit	
Drama II-III	10-12	½-2 units	Drama I, 1 unit

DRAMA

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Drama	8	45 clock hours minimum	
Drama I	9-12	1,2,3 quarters	
Drama II-III	10-12	1,2,3,4,5,6 quarters	Drama I, 3 quarters

One-half and One Credit Courses Changed to 1, 2, or 3 Quarters

Because of the flexibility of the elective drama programs, schools have several alternatives in changing from semester to quarter credit systems. Drama courses now offered for either $\frac{1}{2}$ or 1 unit credit may be converted to 1, 2, or 3 quarters credit, according to local decisions. Notice should be given to the fact, however, that 1 unit or 3 quarters of Drama I is a prerequisite to Drama II-III.

Implications of the Lengthened Class Period

An extended time block allows greater uninterrupted periods for rehearsal, technical instruction, and laboratory work.

Sequencing and Scheduling

Since Drama I is basic to all other theatre courses, it should be taught in sequence. Drama II and III are flexible and may be adapted to local need and interest.

Instructional Resources, Including Textbooks

State-adopted textbooks and A Handbook for Teachers of Secondary Drama, TEA Bulletin 690, are available for drama courses. Drama courses should not be rigidly structured to follow completely the available textbooks. They should be designed with the flexibility to utilize the best materials that become available.

Experimental Courses

The quarter system can provide flexibility in course offerings and scheduling. Schools may wish to enrich their theatre programs with minicourses to fit local needs and resources. Experimental and pilot courses might be offered in:

- Playwriting
- Costume Design
- Scene Design
- Lighting
- Make-up
- Performing Arts
- Mime
- Puppetry
- Ethnic Theatre
- Career Awareness

DRIVER EDUCATION

Because of its nature driver education has always been difficult to schedule within the regular school day. The following factors illustrate some of the variables:

- Number of eligible driver education students in the district--larger enrollments allow greater flexibility, such as team teaching
- Type of program offered
  - .. Minimum Course
  - .. Full Semester Course
  - .. Simulation
  - .. Multi-media
  - .. Range
  - .. Block Scheduling
  - .. Concurrent Scheduling
- The changing student-teacher ratio between phases of instruction; for example, classroom 30 to 1, simulation 16 to 1, in-car 4 to 1
- Length of class period
- Scheduling difficulties in a crowded curriculum

In addition to these factors, and because the driver education program has not been financed under the Foundation School Program, many schools offer it before and after school and in the summers.

These considerations have caused driver education to be taught under less than optimum conditions. Although the quality of driver education programs is critical, conditions tended to discourage the expansion of the course. The quarter system provides an opportunity for the driver education program to be offered in a more comprehensive form within the constraints of the variables discussed above.

Because of these same variables, it will not be possible to design one plan or schedule that will meet the needs of all sizes of districts. However, the reduced time span of the quarter will prohibit or at least make impractical the basic two-phase program. This in itself should improve the State's over-all program.

Driver education can be taught as an approved course with 32 hours classroom instruction plus one of the following options:

- Plan I. 6 hours in-car instruction and 6 hours in-car observation.
- Plan II. 12 hours simulation instruction, 3 hours in-car instruction, and 3 hours in-car observation.
- Plan III. 6 hours multi-range instruction, 3 hours in-car instruction, and 3 hours in-car observation.
- Plan IV. 8 hours simulation instruction, 4 hours multi-range instruction, 3 hours in-car instruction on public roads, and 3 hours in-car observation on public roads.

Under the quarter system each plan could be offered as follows:

Plan I	Credit
. The classroom phase as a one-quarter course, the lab being taught in a separate additional quarter. Note: This requires a team effort in the lab phase or a "holding device" (study hall) for students not involved in instruction.	1 quarter
. The classroom and lab taught on a concurrent basis over two quarters. Note: This requires a team teaching approach.	2 quarters
. The lab and class instruction taught by one instructor in one quarter. Note: This requires a "holding device" and limits classroom student-teacher ratio to 8 to 1.	1 quarter
Plans II-III-IV	
. The classroom phase taught as a one-quarter course, the simulator (and/or range) and in-car instruction being given in a separate additional quarter.	2 quarters
. The classroom, simulation (and/or range) and in-car instruction be given on a concurrent basis	

over two quarters. Note: This requires a team teaching approach. — 2 quarters

- The classroom and simulation (and/or range) taught during one quarter and in-car instruction given in a separate additional quarter. Note: This requires a "holding device" although the need could be decreased through a team teaching approach. — 1 quarter

Courses taught to students in their "free quarter," when they are not involved in other courses, can usually be taught under a concurrent plan, students attending both class and lab phases each day. Classroom requirements (the present 32 required hours is grossly inadequate) for these "free quarter" plans may need to be increased to provide a full quarter program.

ENGLISH LANGUAGE ARTS

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
English Language Arts	7	260 clock hours, required minimum	
English Language Arts	8		
Corrective English Language Arts	7	65 clock hours minimum	Concentrated in one or more areas of English language arts
Corrective English Language Arts	8	65 clock hours minimum	
Speech	8	65 clock hours minimum	
English I	9	1 unit	3 units required taken in sequence, if possible
English II	10	1 unit	
English III	11	1 unit	
English IV	12	1 unit	
Speech I	9-12	½ unit	
Speech II	9-12	½ unit	Speech I, ½ unit
Speech III	9-12	½-1 unit	Speech I and II, 1 unit
Speech IV	10-12	½-1 unit	Speech I and II, 1 unit
Journalism I	10-12	1 unit	
Journalism II	11-12	½-1 unit	Journalism I
Reading Improvement	9-12	½ unit	
Corrective Reading	9-12	½ unit	

ENGLISH LANGUAGE ARTS

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
English Language Arts	7	270 clock hours, required minimum	
English Language Arts	8		
Corrective English Language Arts	7	45 clock hours minimum	Concentrated in one or more areas of English language arts
Corrective English Language Arts	8	45 clock hours minimum	
Speech	8	45 clock hours minimum	
English I	9	3 quarters	9 quarters required, taken in sequence, if possible
English II	10	3 quarters	
English III	11	3 quarters	
English IV	12	3 quarters	
Speech I	9-12	1,2, or 3 quarters	3 quarters, maximum
Speech II	9-12	1,2, or 3 quarters	
Speech III	9-12	1,2, or 3 quarters	Speech I, 3 quarters
Speech IV	10-12	1,2, or 3 quarters	Speech I, 3 quarters
Journalism I	10-12	3 quarters	
Journalism II	11-12	2,3 quarters	Journalism I
Reading Improvement	9-12	1 quarter	
Corrective Reading	9-12	1,2 quarters	

One-half and One Credit Courses Changed to 1, 2, or 3 Quarters

The Quarter Plan and Full Year Courses: Full year courses (1 semester unit courses, such as English I, II, III and IV and Journalism 1) should be offered in 3 quarters. Depending upon local need, the local school may distribute the elements of its curriculum into three quarter courses. The school may, on the other hand, elect to address the content of each quarter's work to a particular focus or theme. In such cases, the local school should accept the responsibility for ensuring that each student receives instruction in all aspects of the English language arts program. In organizing the curriculum around various themes or areas of instruction, the local school should structure the curriculum to show the relationship between literature, language, and composition and to provide for the mastery of the language arts skills of listening, speaking, reading, and writing. For example, a short course in a particular genre of literature still has the obligation of teaching the skills of language, composition, and reading which relate to it and make it a part of the total language arts curriculum.

Short Course Electives for Special Skills Development: In Grades 7 and 8 quarter courses especially designed for developing special language arts skills, such as Corrective English Language Arts, Corrective Reading, and Reading Improvement, may be offered. Students in Grades 9-12 may be allowed to earn quarter credits in Corrective Reading and Reading Improvement. Such courses should address themselves to the specific skills which are needed by the individual to be served.

Variations in the Speech Program: In the quarter plan each of the courses (Speech I and/or Speech II, Speech III, and Speech IV) may be offered in 1, 2, or 3 quarters, according to local need. Courses should be arranged to meet the needs of students who wish to take speech as an elective for one or two quarters to fulfill specific personal needs as well as students who wish to take speech as an elective for 1, 2, or 3 years. Schools may want to adapt a one-quarter speech fundamentals course to meet the needs of most high school students who need to develop the communicative skills for interpersonal situations, career demands, requirements of organizational membership in the school, and group dynamics. The school may wish to offer a wide variety of performance courses of one-quarter duration such as interpretation, persuasion, public speaking, speaking to entertain, parliamentary procedure, or combinations of these. Schools may also wish to offer the opportunity for students to spend one or more full years in one area of the speech program. Prerequisite for Speech III and IV is one semester unit or 3 quarter units of Speech I and II.

Variations for Journalism II: Though one semester credit, or 3 quarter credits, is specified for Journalism I, the school may wish to offer a variety of patterns for Journalism II, which may be offered in either 2 or 3 quarters. Exciting and profitable one-quarter courses can be concentrated in such areas of journalism as feature writing, editorial writing, filmmaking, televised journalism, propaganda and advertising, or combinations of these.

Implications of the Lengthened Class Period

The longer class period allows for longer periods in which students can combine listening, investigation, discussion, project work, and group work. Activities for such a longer period of time should be structured and varied so that interest and momentum are maintained.

Experimental Courses

The quarter plan should provide unusual opportunities for schools to offer elective courses of one-quarter length or longer. Such courses should allow for an in-depth study of one aspect of the regular English program, such as composition or language study; or a study of some area not generally included in the program, such as humanities, media and filmmaking, or vocational English.

FOREIGN LANGUAGES

List of Approved Courses, Semester Unit Plan*

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
CLASSICAL			
Latin I-VI	7-12	(Gr. 7-8) 130 clock hours (Gr. 9-12) 1-4 units	Taken in sequence through Level III
MODERN			
French I-VI	"	"	"
German I-VI	"	"	"
Russian I-IV	"	"	"
Spanish I-VI	"	"	"
Czech I-II	"	(Gr. 7-8) 130 clock hours (Gr. 9-12) 1-2 units	"

*See section entitled Implications of the Lengthened Class Period.

FOREIGN LANGUAGES

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
CLASSICAL			
Latin I-VI	7-12	(Gr. 7-8) 135 clock hours (Gr. 9-12) 3 to 12 quarters	Taken in sequence through Level III
MODERN			
French I-VI	"	"	"
German I-VI	"	"	"
Russian I-IV	"	"	"
Spanish I-VI	"	"	"
Czech I-II	"	(Gr. 7-8) 135 clock hours (Gr. 9-12) 3 to 6 quarters	"

One-half and One Credit Courses Changed to 1, 2, or 3 Quarters

All foreign language courses will be converted from two semesters to three quarters for schools operating under the quarter unit plan. Changing from two semesters of work to three quarters should present no problems in foreign language courses. Almost all courses of study and basic textbooks are organized into units of work for the presentation of content and development of skills. It is simply a matter of organizing the curriculum into a certain number of units for three periods of time instead of two. Time should be allowed in each quarter for review and testing. With the division of work into three time periods, ample opportunity will be given for evaluation of levels of proficiency attained and for reinforcement of language skills.

Implications of the Lengthened Class Period

Under the semester unit plan, all foreign language courses will be organized into two quarters. Since a student will be able to complete one and one-half levels of work during three quarters, it will be possible for him to complete six levels of a foreign language in grades 9-12. For the lengthened class period, the teacher must plan a variety of teaching techniques and learning activities.

The longer period would allow more time for work in the language laboratory, an integral part of regular classroom instruction. This lab time should be flexible, with allowance for one or more hours per week according to the needs of students.

Greater opportunity for individualizing instruction could be provided under the semester unit plan. With the lengthening of the period there is greater flexibility for time spent in large group presentations, small group situations and individual activities in the classroom library, and/or resource center.

Sequencing and Scheduling

Since the learning of a foreign language consists of the development of skills as opposed to the learning of facts, schools should schedule courses for students so that their foreign language study is taken in three consecutive quarters in each of the first three levels, with interruption of no more than one quarter per level. If possible, any additional levels of foreign language study should be taken immediately after the first three levels.

At Levels III-VI, it is possible to offer in each quarter variations in course content. The first quarter of Level V, for example, might consist of a study of news media; the second quarter could be based on social problems; and the third, on contemporary literature—all taught in the foreign language. Multi-disciplinary courses could provide further diversity in content by teaching

courses in social studies and fine arts in cooperation with the foreign language department. Thus, a course in art appreciation or in history might be taught in French, German, or Spanish. In Level III courses special attention must be given to ensure the continuing development and reinforcement of the structure of the language.

Continuity is important in an individualized foreign language program in which the instruction is self-paced. If a student reaches the required degree of proficiency before the end of a quarter, he should have the opportunity to proceed without interruption to the next quarter in the development of his language skills.

Instructional Resources, Including Textbooks

State-adopted basic textbooks can be adapted to the quarter system, as these books are organized into units or work. Schools may wish to consider multiple adoptions in order to provide a greater selectivity of materials.

It will be necessary to make use of a variety of instructional resources. Besides the basic texts, the foreign language teacher should have available tapes, records, films, filmstrips and slides, other visuals such as posters and flash cards, periodicals from the foreign country, and other supplementary reading materials. These resources should be available for student use in the classroom as well as in a central location, like the library. Having materials available in the room is particularly important for an individualized foreign language program.

Experimental Courses

Schools may introduce elective courses of one or more quarters' duration in order to provide flexibility in meeting differing student objectives. Courses in conversation could provide interested students with additional opportunities to put to use the linguistic concepts learned in the regular class and to develop their listening and speaking skills to a higher degree. Conversation courses could be offered for students at any level.

Courses in culture could provide an added dimension to foreign language study. Although culture is presented as an integral part of every language course, a course extending over one quarter or more devoted exclusively to the study of the cultural patterns of the people whose language is being studied could generate a great deal of interest among students. It is recommended that this course be offered at Level II or above so that it may be conducted entirely in the foreign language. Classical civilization courses on the cultures of Greece and Rome can be offered in English for any student by the Latin teacher. Knowledge of Latin or Greek would not be a prerequisite for these courses.

Refresher courses in a foreign language can be offered for students whose language study has been interrupted. A one- or two-quarter course can be designed for students who wish to update their competence, but who cannot accommodate a full-year course in their schedules. This type of course would be particularly valuable immediately prior to graduation.

For students with high language aptitude, a school may want to offer an intensive language course. Under this plan a student would not take regular courses but could devote an entire quarter to learning the basics of a foreign language. The following quarter this student would take the regular courses in the curriculum and a regular foreign language course.

HEALTH AND PHYSICAL EDUCATION

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
HEALTH			
Health Education	7-8	65 clock hours, minimum	
Health Education I	9-10	½ unit, required	
Health Education II	10-12	½ unit	Health Education I
Advanced Physiology and Hygiene	10-12	½ unit	Health Education I
*PHYSICAL EDUCATION			
Physical Education	7-8	130 clock hours	
Physical Education I-IV	9-12	1-4 units (not used in basic 16)	Taken in sequence

*Under the quarter system, competitive athletics should still be restricted to one 55-minute period per day. Other physical education classes may be 80 minutes in length.

HEALTH AND PHYSICAL EDUCATION

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
HEALTH			
Health Education	7-8	45 clock hours minimum	
Health Education I	9-10	2 quarters, required	
Health Education II	10-12	1, 2 quarters	Health Education I
Advanced Physiology and Hygiene	10-12	1, 2 quarters	Health Education I
*PHYSICAL EDUCATION			
Physical Education	7-8	135 clock hours, minimum	
Physical Education I-IV	9-12	Up to 12 quarters; 5 quarters required	Taken in sequence

*Under the quarter system, competitive athletics should still be restricted to one 55-minute period per day.

One-half and One Credit Courses Changed to 1, 2, or 3 Quarters

The half credit required in health has been changed to two quarters and the required one and one-half credits in physical education have been changed to five quarters. No required courses in either area were reduced in the change from semesters to quarters for several reasons.

The acceptance of health as a separate teaching field reflects the present national emphasis on health instruction. In addition, individual decisions regarding drugs, tobacco, alcohol, consumer health, sexual behavior, and other areas of health should be reached through self-discovery. Consequently, additional time in health is required, not only to allow students to obtain a great deal of factual information, but, more importantly, to allow them to uncover and strengthen their personal values on which to base health decisions. The numerous decisions facing young people today, along with the stress of peer pressure and a rapidly changing society, point up the need for the extended time required to teach health education as a meaningful experience.

In addition, the increasingly sedentary life style of our society places greater responsibility on the school for developing in students attitudes and skills necessary to build and maintain individual physical fitness both during the school years and throughout adult life. The five quarters of physical education required are minimum for accomplishing this goal.

The combination of seven quarters of health and physical education gives the school the opportunity and the flexibility of increasing the elective offerings to students by adding one- or two-quarter courses to the curriculum.

Changing from the semester to the quarter plan should present no problems in health and physical education because all instructional materials are organized into units.

Implications of the Lengthened Class Period

A longer period would have advantages for physical education instruction. This time period would give students ample opportunity for skill development during the class period plus adequate time for assembling and dismantling of apparatus, checking in and out equipment and supplies, and showering and dressing. Schools should provide a variety of activities within their program to meet individual needs and to keep pace with modern trends in physical education, such as gymnastics, lifetime sports, outdoor education, and swimming. To gain the maximum benefit from this additional time, careful planning should precede scheduling and purchasing additional apparatus and supplies.

Sequencing and Scheduling

Since success in learning health concepts and physical skills depends on what the student has already learned, proper sequencing and scheduling of the materials and learning experiences will be a great help to the student.

Instructional Resources, Including Textbooks

State-adopted health textbooks can be adapted to the quarter system, as these books are organized into units of work. Schools may wish to consider multiple adoptions in order to provide a greater variety of materials for the longer class period, greater selectivity in the shorter class period, and for individualized instruction.

A variety of learning activities and instructional resources will be needed to provide for adequate planning and the optimum use of the longer period. In addition to the health texts, the health instructor should have films, filmstrips, slides, posters, charts, periodicals, and additional supplementary reading materials. Additional materials such as individual study packets that would encourage the student to discover for himself would be particularly important in the longer class period.

Experimental Courses

In addition to the present health and physical education courses which are designed to develop basic concepts and skills, schools may introduce elective courses for one or more quarters. These courses could provide interested students with additional opportunities to develop and improve their competencies and encourage exploration of career fields.

Suggested courses are:

- Tennis
- Golf
- Bowling
- Gymnastics
- Swimming
- Volleyball

Any of the above areas of instruction can be offered to boys and girls in the same class for increased social development.

INDUSTRIAL ARTS

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
CRAFTS			
Introductory Crafts	7-8	65 minimum clock hours	
General Crafts	9-12	½ - 1 unit	
Ceramics	10-12	"	
Jewelry	10-12	"	
Leatherworking	10-12	"	
Plastics	10-12	"	
DRAFTING			
Introductory Drafting	7-8	65 minimum clock hours	
General Drafting	9-12	½ - 1 unit	
Architectural Drafting I	10-12	½ - 1 unit	General Drafting
Architectural Drafting II	11-12	"	Architectural Drafting I
Machine Drafting I	10-12	"	General Drafting
Machine Drafting II	11-12	"	Machine Drafting I
Pre-Engineering Descriptive Geometry	12	"	Algebra 4, Geometry
Pre-Engineering Drafting	10-12	"	Geometry
Technical Drafting I	10-12	"	General Drafting
Technical Drafting II	11-12	"	Technical Drafting I

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
ELECTRICITY-ELECTRONICS			
Introductory Electricity	7-8	65 minimum clock hours	
General Electricity	9-12	½ - 1 unit	
Basic Electronics	10-12	"	General Electricity
GRAPHIC ARTS			
General Graphic Arts	9-12	"	
Photography I	10-12	"	
Photography II	11-12	"	Photography I
Printing I	10-12	"	
Printing II	11-12	"	Printing I
GENERAL SHOP			
Introductory General Shop	7-8	65 minimum clock hours	
General Shop I	9-12	½ - 1 unit	
General Shop II	10-12	"	General Shop I
INDUSTRIAL MATERIALS & PROCESSES			
Construction Technology	7-8	65 minimum clock hours	
Manufacturing Technology	9-12	½ - 1 unit	
Industrial Materials and Processes	10-12	½ - 1 unit	

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
METALWORKING			
Introductory Metalworking	7-8	65 minimum clock hours	
General Metalworking I	9-12	½ - 1 unit	
General Metalworking II	10-12	½ - 1 unit	General Metalworking I
POWER MECHANICS			
General Power Mechanics I	9-12	½ - 1 unit	
General Power Mechanics II	10-12	½ - 1 unit	General Power Mechanics I
WOODWORKING			
Introductory Woodworking	7-8	65 minimum clock hours	
General Woodworking	9-12	½ - 1 unit	
Machine Woodworking	10-12	½ - 1 unit	General Woodworking

INDUSTRIAL ARTS

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
CRAFTS			
Introductory Crafts	7-8	45 clock hours, minimum	
General Crafts	9-12	1, 2, 3 quarters	
Ceramics	10-12	"	
Jewelry	10-12	"	
Leatherworking	10-12	"	
Plastics	10-12	"	
DRAFTING			
Introductory Drafting	7-8	45 clock hours, minimum	
General Drafting	9-12	1, 2, 3 quarters	
Architectual Drafting I	10-12	"	General Drafting
Architectual Drafting II	11-12	"	Architectural Drafting I
Machine Drafting I	10-12	"	General Drafting
Machine Drafting II	11-12	"	Machine Drafting I
Pre-Engineering Descriptive Geometry	12	"	Algebra 4, Geometry
Pre-Engineering Drafting	10-12	"	Geometry
Technical Drafting I	10-12	"	General Drafting
Technical Drafting II	11-12	"	Technical Drafting I

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
ELECTRICITY-ELECTRONICS			
Introductory Electricity	7-8	45 clock hours, minimum	
General Electricity	9-12	1, 2, 3 quarters	
Basic Electronics	10-12	1, 2, 3 quarters	General Electricity
GRAPHIC ARTS			
General Graphic Arts	9-12	1, 2, 3 quarters	
Photography I	10-12	"	
Photography II	11-12	"	Photography I
Printing I	10-12	"	
Printing II	11-12	"	Printing I
GENERAL SHOP			
Introductory General Shop	7-8	45 clock hours, minimum	
General Shop I	9-12	1, 2, 3 quarters	
General Shop II	10-12	"	General Shop I
INDUSTRIAL MATERIALS & PROCESSES			
Construction Technology	7-8	45 clock hours, minimum	
Manufacturing Technology	9-12	1, 2, 3 quarters	
Industrial Materials and Processes	10-12	1, 2, 3 quarters	

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
METALWORKING			
Introductory Metalworking	7-8	45 clock hours, minimum	
General Metalworking I	9-12	1, 2, 3 quarters	
General Metalworking II	10-12	"	General Metalworking I
POWER MECHANICS			
General Power Mechanics I	9-12	1, 2, 3 quarters	
General Power Mechanics II	10-12	1, 2, 3 quarters	General Power Mechanics I
WOODWORKING			
Introductory Woodworking	7-8	45 clock hours, minimum	
General Woodworking	9-12	1, 2, 3 quarters	
Machine Woodworking	10-12	1, 2, 3 quarters	

One-half and One Credit Courses Changed to 1, 2, or 3 Quarters

Schools have several options with industrial arts programs if they implement the quarter credit program. Schools which offer full-year one credit courses will convert such courses to three quarters. Courses now offered for one-half unit may be offered for either one or two quarter credits based on local decision.

Implications of the Lengthened Class Period

Extending the length of the class period should allow the teacher opportunities to maintain interest and enthusiasm of students while they are involved in meaningful learning experiences. In laboratory programs of this type, a given amount of time each day is required for administrative and housekeeping chores.

Sequencing and Scheduling

The State industrial arts curriculum is cumulative in nature. All courses in the curriculum are organized in nine areas or sequences. Many courses in these sequences require certain prerequisites. Provisions for sequencing are given on the lists of approved courses.

Instructional Resources, Including Textbooks

Presently adopted textbooks in industrial arts can be adapted to the quarter system for any length of period. Courses should be designed with the flexibility to utilize the best materials available.

Experimental Courses

Experimental courses that local schools may wish to consider implementing for personal use are these in automobile and home maintenance:

- Appliance Circuits and Maintenance. A study of basic electricity with emphasis on small appliance circuits and trouble shooting procedures.
- Welding. A study of the principles of arc and oxy-acetylene welding with practical experience to ensure a basic competence.
- Automotive Tune-up and Maintenance. A study of the basic systems of the automobile with practical experience in maintenance and trouble shooting procedures.
- Upholstery. A study of the various methods of upholstery with practical experience to ensure basic competence.
- Air Conditioning Maintenance and Repair. A study of the basic principles of air conditioning with practical experience in maintenance and repair of units.

MATHEMATICS

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Mathematics	7-8	successful completion	
Fundamentals of Mathematics 1, 2, 3, 4	9-10	½-2 units	FOM 1: 2 grade levels below in Mathematics Achievement FOM 2: Not open to students with credit in Algebra 1 FOM 3, 4: Not open to students with credit in Algebra 2
Introductory Algebra 1, 2, 3, 4	9-10	½-2 units	IA 1: One grade level below in Mathematics achievement. Not open to students with credit in Algebra 1 IA 2: IA 1 IA 3: IA 2 or Alg. 1 IA 4: IA 3
Algebra 1, 2	9-10	½-1 unit	Alg. 1: None Alg. 2: Alg. 1 or IA 3
Algebra 3, 4	10-11	½-1 unit	Alg. 3: Alg. 2 Alg. 4: Alg. 3
Geometry 1, 2	10-11	½-1 unit	Geom. 1: Alg. 2 or IA 4 Geom. 2: Geom. 1
Trigonometry	11-12	½ unit	Alg. 2 and Geom. 2
Analytic Geometry	11-12	½ unit	Trig. and Alg. 4
Elementary Analysis	11-12	½ unit	Trig. and Alg. 4

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Probability and Statistics	11-12	½ unit	Alg. 4
Mathematics of Consumer Economics 1, 2	11-12	½-1 unit	11th or 12th grade and Alg. 2 or IA 4
Computer Mathematics	10-12	½-1 unit	None
Calculus with Analytic Geometry 1,2	11-12	1 unit	EA
Independent Study Courses			
. Number Theory	11-12	½ unit	Alg. 4, Geom.
. Linear Programming	11-12	½ unit	Analytic Geom.
. Elem. Linear Alg.	11-12	½ unit	Analytic Geom.
. History of Math.	11-12	½ unit	IA 4 or Alg. 2
. Survey of Math.	11-12	½ unit	2 years Mathematics

MATHEMATICS

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Mathematics	7-8	successful completion	
Fundamentals of Mathematics 1q, 2q, 3q, 4q, 5q, 6q	9-10	1,2,3,4,5,6 quarters	FOM 1q, 2q: 2 grade levels below in mathematics achievement FOM 3q: Not open to students with credit in Algebra 1q, 2q. FOM 4q, 5q, 6q: Not open to students with credit in Alg. 3q
Introductory Algebra 1q, 2q, 3q, 4q, 5q, 6q	9-10	1,2,3,4,5,6 quarters	IA 1q, 2q: One grade level below in mathematics achievement. Not open to students with credit in Alg. 3q.
Algebra 1q, 2q, 3q	9-10	1,2,3 quarters	Alg. 1q: None Alg. 2q: IA 4p or Alg. 1q Alg. 3q: Alg. 2q
Algebra 4q, 5q, 6q	10-11	1,2,3 quarters	Alg. 4q: Alg. 3q Alg. 5q: Alg. 4q Alg. 6q: Alg. 5q
Geometry 1q, 2q, 3q	10-11	1,2,3 quarters	Geom. 1q: Alg. 3q or IA 6q Geom. 2q: Geom. 1q Geom. 3q: Geom. 2q
Trigonometry 1q, 2q	11-12	1,2 quarters	Trig. 1q: Alg. 3q and Geom. 3q Trig. 2q: Trig. 1q
Analytic Geometry 1q, 2q	11-12	2 quarters	A.G. 1q: Trig. 1q and Alg. 6q A.G. 2q: A.G. 1q

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Elementary Analysis 1q, 2q	11-12	2 quarters	E.A. 1q: Trig. 1q and Alg. 6q E.A. 2q: E.A. 1q
Probability and Statistics	11-12	1 quarter	Alg. 6q
Mathematics of Consumer Economics 1q, 2q, 3q	11-12	1,2,3 quarters	Alg. 3q or IA 6q
Computer Mathematics 1q, 2q, 3q	10-12	1,2,3 quarters	Comp. Math 1q: None Comp. Math 2q, 3q: Comp. Math. 1q
Calculus with Analytic Geometry 1q, 2q, 3q	11-12	3 quarters	Calc. with A.G. 1q: EA 2q Calc. with A.G. 2q: Calc. with A.G. 1q Calc. with A.G. eq: Calc. with A.G. 2q
Independent Study Courses			
• Number Theory	11-12	1 quarter	Alg. 6q and Geom. 3q
• Linear Programming	11-12	1 quarter	A.G. 2q
• Elem. Linear Alg.	11-12	1 quarter	A.G. 2q
• History of Math.	11-12	1 quarter	IA 6q or Alg. 3q
• Survey of Math.	11-12	1 quarter	2 years of Math.

One-half and One Credit Courses Changed to 1, 2, or 3 Quarters

Local schools are given the option for determining the number of quarter credits for certain courses. The credit earned could vary because of differing content and objectives of the local course. For example, trigonometry can be a one-quarter course or a two-quarter course. The content in a two-quarter course would include some applications of topics that go beyond the basic course in trigonometry. This type of local option can also be used with the courses Mathematics of Consumer Economics and Computer Mathematics.

Implications of the Lengthened Class Period

Using the longer class period and semester credit requires additional planning and multiple teaching strategies. For example, the period may be divided into modules; activities should be planned from module to module. See examples.

Time:	20 minutes	20 minutes	20 minutes	20 minutes
	Teacher-Directed	Student-Directed		
Class Activity	Present New learning.	Find book, materials needed for activity.		
Large Group	Prescribe individual learning activities.	Proceed on prescription.		
		Small Group Activities	Student-Directed	
			Check progress. Select alternate activities. Complete prescribed activity. Receive remedial help.	
				Student-Directed
			Individual Activities	Reinforce learning. Laboratory. Learning center. Games, film. Attain individual skills. Report progress.

Time:	20 minutes	20 minutes	20 minutes	20 minutes
	Teacher-Directed	Student-Directed	Teacher-Directed	
Large Group Class Activity	Present new learning. Prescribe class learning activity.	Find materials. Proceed on prescription. Complete prescription.	Check completed task. Discuss; offer remedial help. Prescribe group activities.	
				Student-Directed
Small Group Activities				Record progress. Proceed on prescription. Select alternate activities. Use lab or learning center. Attain skills.

In order to use either suggested plan, the teacher must have preplanned the new learning situation, the student-directed activities, and a procedure for reporting individual progress. Such a procedure also implies that the teacher has a variety of materials, accessible and suitably arranged. It further implies that the instructional space can be quickly converted from a large-group arrangement to small-group work spaces. Student-involvement activities and the use of a mathematics laboratory are also implied.

Sequencing and Scheduling

The sequencing of courses is described through the listing of prerequisites. Note changes in prerequisites that allow such sequencing as Algebra 1, 2; Algebra 3, 4; and then Geometry 1, 2.

Instructional Resources, Including Textbooks

The list of courses is compatible with the State-adopted textbooks, a variety of instructional resources, the mathematics laboratory, and uses of a computer for instruction. A learning center, accessible to students, would offer instructional support.

Experimental Courses

New courses are encouraged where a special need exists. Additional topics could be submitted in the area of independent study courses.

MUSIC

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
MUSIC			
Applied Music	7-8	Two 30-minute lessons or one 1-hour lesson weekly	
General Music	7-8	130 clock hours, minimum	
Vocal Music	7-8	130 clock hours, minimum	
Band	7-8	130-390 clock hours	
Choral Music	7-8	130-390 clock hours	
Orchestra	7-8	130-390 clock hours	
*Band I-IV	9-12	1-4 units	**General Music or equivalent by examination
*Choral Music I-IV	9-12	1-4 units	"
*Orchestra I-IV	9-12	1-4 units	"
Music Theory I	9-12	1 unit	General Music or equivalent by examination
Music Theory II	10-12	1 unit	Music Theory I
Music History and Literature	10-12	1 unit	General Music or equivalent by examination
Applied Music I-IV	9-12	***½ unit per year for 2 lessons weekly	General Music or equivalent by examination

*Students enrolled for credit, grades 9-12, must successfully pass an examination at the end of the quarter prepared and administered by the instructor.

**In lieu of the General Music preprequisite, 2/5 of the time in Band, Choral Music, or Orchestra for grades 7 and 8 may be spent in General music instruction, in which case the director will develop a plan in writing for presenting the content of General Music.

***Credit in Applied Music is to be given only when administered according to the plan described in Bulletin 661.

MUSIC

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
MUSIC			
Applied Music	7-8	Two 30-minute lessons or one 1-hour lesson weekly	
General Music	7-8	135 clock hours, minimum	
Vocal Music	7-8	135 clock hours, minimum	
Band	7-8	135 clock hours, minimum	
Choral Music	7-8	"	
Orchestra	7-8	"	
*Band I-IV	9-12	3,6,9,12 quarters	**General Music or equivalent by examination
*Choral Music I-IV	9-12	3,6,9,12 quarters	"
*Orchestra I-IV	9-12	3,6,9,12 quarters	"
Music Theory I	9-12	3 quarters	General Music or equivalent by examination
Music Theory II	10-12	3 quarters	Music Theory I
Music History and Literature	10-12	3 quarters	General Music or equivalent by examination
Applied Music I-IV	9-12	***2,4,6,8 quarters for 2 lessons weekly	General Music or equivalent by examination

*Students enrolled for credit, grades 9-12, must successfully pass an examination at the end of the quarter prepared and administered by the instructor.

**In lieu of the General Music prerequisite, 2/5 of the time in Band, Choral Music, or Orchestra for grades 7 and 8 may be spent in General Music instruction, in which case the director will develop a plan in writing for presenting the content of General Music.

***Credit in Applied Music is to be given only when administered according to the plan described in Bulletin 661.

Music Courses Changed to 2 or 3 Quarters

With one exception, all music courses offered in grades 9-12 under the current semester plan are two semesters in length and carry one unit of credit. Continuous membership is expected of the student, particularly in organizations involved with musical performance such as band, choir, and orchestra. All two-semester music courses convert directly to the quarter plan: one semester unit equals three quarter units. The single exception is Applied Music, which carries one-half unit under the semester system but which will carry two quarters of credit under the quarter system. Applied Music courses are to be operated in accordance with the plan outlined in Texas Education Agency Bulletin 661, Applied Music in Texas Schools. However, a major reorganization of the Applied Music Plan, entitled "Applied Music Individual Study," has been developed and is available for experimental usage through application to the Division of School Accreditation under the guidelines found in Part II of this publication. It is recommended that schools give consideration to the reorganized plan, copies of which are available from the Consultant in Music, Division of Program Development, Texas Education Agency.

Implications of the Lengthened Class Period

With regard to scheduling lengthened periods for rehearsal of music performance organizations such as band, choir, and orchestra, administrators should exercise caution. Suitability and effects of the lengthened period should be explored with those responsible for the programs. The ability of individual organizations (even within the same category of musical ensemble) to adapt to and make profitable use of the longer instructional spans may vary. In addition, possible early graduation of students involved in these program may result in a definite lowering of group-performance capabilities. The critical nature of this problem will tend to make itself apparent during periods when public performances and University Interscholastic League events occur. The lengthened period also generally results in a reduction of available course opportunities within the school day. Music courses may be dropped or eliminated from consideration as a result.

Sequencing and Scheduling

Consecutive Courses Recommended: Music Theory I/Music Theory II. Band I-IV, Orchestra I-IV, Choral Music I-IV.

Administrators should carefully consider all effects upon elective courses such as music resulting from a reduction in local high school graduation requirements before decisions in this area are made.

Consideration should also be given to the effect that numerous "mini-courses" added to the curriculum under the quarter system may produce. In systems with beginning instrumental or vocal programs placed at the junior high school or middle school level, enrollments in these music feeder programs may be drastically

curtailed with serious consequences for the advanced performing areas. Intensified recruitment efforts on the part of directors may help to partially overcome the difficulty. In the high school, it is possible that students will not consider taking music courses in the senior year unless a high level of relevancy and interest is maintained.

If the school system opts for a three-quarter arrangement utilizing class periods of standard or near-standard length, with band, choir, and orchestra offered each quarter and continuous membership required of students, performance courses should be able to adapt to the new system without undesirable consequences. Continuity of instruction is necessary for acceptable results in these music areas. In schools and school systems placing a high value on quality music programs, it is often recognized that bands, choral groups, and orchestras are in reality large classes which happen to cut across grade-levels. In such schools, administrators may place priority in the work of scheduling performance organizations. In effect then, at least a part of the school's class schedule is developed around these large classes.

In the event that some type of quarter or trimester system with lengthened class periods and non-continuous rehearsal instruction is elected, or in the event that the true four-quarter plan is considered (in which approximately 25 percent of the school's trained instrumentalists and vocalists would be unavailable in any given quarter according to local enrollment assignments), performance programs could find themselves in jeopardy.

In all cases, it is important that administrators work closely with music educators early in advance of installation of the quarter system in order to isolate problems and develop solutions which will preserve program quality.

Experimental Courses

The following are some suggested courses designed to meet the needs of students in Grades 7-12:

- Guitar
- Beginning or Functional Piano Classes
- Handbells
- Applied Music Individual Study
- American Musical Theatre
- Ethnic Music - including Eastern and Near-Eastern Music
- African Music
- Mexican Music
- Jazz or Jazz-Derived Music
- General Music in the High School
- Career Awareness in Music
- Instrument Repair
- Small Instrumental Ensembles - including Stage Band
- Small Vocal Ensembles
- Improvisation

Schools may implement these suggestions or develop alternate programs to meet local needs.

SCIENCE

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
SCIENCE (Grades 7-8) is taught by the laboratory method and organized according to one of the following plans.			
Plan A			
Life Science	7-8	65 clock hours, minimum, yearly	
Earth Science	7-8	"	
Plan B			
General Science	7-8	130 clock hours, minimum	
SCIENCE (Grades 9-12) is taught by the laboratory method.			
Physical Science	9-12	1 unit	
Biology I	9-12	"	
Chemistry I	9-12	"	
Physics I	9-12	"	
First Course in Geology	10-12	½ unit	One year of any of the approved science courses, grades 9-12, above
First Course in Atmospheric Science	10-12	½ unit	
First Course in Astro-Sciences	10-12	½ unit	
First Course in Oceanography	10-12	½ unit	
Biology II	12	1 unit	Biology I, Chemistry I
Chemistry II	12	1 unit	Chemistry I, Physics I

SCIENCE

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Physics II	12	1 unit	Chemistry I, Physics I
Advanced Science	12	1 unit	Two of the following: Biology I, Physics I Chemistry I
Environmental Science	11-12	½-1 unit	Biology I

SCIENCE

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
SCIENCE (Grades 7-8) is taught by the laboratory method and organized according to one of the following plans.			
Plan A			
Life Science	7-8	45 clock hours, minimum	
Earth Science	7-8	90 clock hours, minimum	
Plan B			
General Science	7-8	135 clock hours, minimum	
SCIENCE (Grades 9-12) is taught by the laboratory method.			
Physical Science	9-12	3 quarters	
Biology I	9-12	3 quarters	
Chemistry I	9-12	3 quarters	
Physics I	9-12	3 quarters	
First Course in Geology	10-12	1, 2 quarters	3 quarters of any approved science course
First Course in Atmospheric Science	10-12	1, 2 quarters	
First Course in Astro-Science	10-12	1, 2 quarters	
First Course in Oceanography	10-12	1, 2 quarters	
Biology II	12	3 quarters	Biology I, Chemistry I

SCIENCE

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Chemistry II	12	3 quarters	Chemistry I, Physics I
Physics II	12	3 quarters	Chemistry I, Physics I
Advanced Science	12	3 quarters	Two of the following: Biology I, Chemistry I Physics I
Environmental Science	11-12	1, 2, 3 quarters	Biology I

One-half and One Credit Courses Changed to 1, 2, or 3 Quarters

Under Plan A, one semester of life science, seventh grade, is required under the semester unit plan. A minimum of one quarter is required under the quarter unit plan.

A minimum of one semester of earth science is required under the semester unit plan. At least two quarters of earth science will be required under the quarter unit plan.

Changing from two semesters of work to three quarters will present no problems in science. All courses of study and basic textbooks are organized into units of work for the presentation of content and development of skills. With the division of work into three time periods, students will have a better opportunity to take corrective measures to ensure success in the complete course.

Implications of the Lengthened Class Period

A longer period will allow time for assembling and adjusting apparatus for lab activities, student investigation, and more productive field trips.

Sequencing and Scheduling

Since some science concepts and skills are built on what the student has previously learned, it is very important that certain sequencing be built into the program. Courses in Chemistry, Biology, and Physics will require a minimum of 3 quarters of sequential concept and skill development.

Instructional Resources, Including Textbooks

Converting to the quarter system will allow the flexibility needed for individualized and self-pacing programs. In such a setting, modular style textbooks and their supportive materials, including programmed texts, laboratory guides, and audio visual materials, can be closely focused on the interest and intellectual capabilities of the students.

Experimental Courses

There has been a need to provide short courses for investigation of one idea or concept and/or for orientation toward a career. Under the quarter system the student could have a greater variety of elective courses from which to choose. These quarter courses would necessarily come from existing content and conceptual schemes presently found in approved offerings, but would not be restricted to a certain sequence on grade level. Some suggested variations of present programs are listed below.

- Where the local school district incorporates the middle school concept for Grades 6-8, quarter courses taken from life, earth, and physical science could be designed for flexible scheduling, including sequencing. However, the basic content for each quarter course would be limited to one area; either earth science, life science, or physical science.

- In schools where the junior high school concept is maintained for Grades 7-8 or 7-9, the same kind of flexible scheduling described for the middle school could be done in Grades 7-8. But, of course, the number of possible offerings would be fewer than in the middle school.

- Texas Education Agency Bulletin 560 Revised, Principles and Standards for Accrediting Elementary and Secondary Schools and List of Approved Courses--Grades 7-12, now allows for maximum flexibility for sequencing science courses, Grades 9-12. However, a school may wish to propose new and innovative quarter courses to match instructional offerings with educational needs.

SOCIAL STUDIES

List of Approved Courses, Semester Unit Plan

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
AMERICAN STUDIES			
Texas History and Geography	7	130 clock hours, required minimum	Of this total, 72 clock hours must be in Texas History (statutory requirement)
American History and Citizenship	8	130 clock hours, required minimum	Content includes the first part of a two-year program in American history, the second year to be continued in any grade 9-12.
American History	9-12	1 unit required	Content includes the second part of two-year program in American history begun in Grade 8.
American Government	10-12	½ - 1 unit (½ unit required)	
Advanced Texas Studies	10-12	½ unit elective	
American Culture Studies	10-12	½ unit elective	
American Indian Studies	10-12	½ unit elective	
Mexican American Studies	10-12	½ unit elective	

Courses	Grade Placement	Semester* Time (7-8) or Credit (9-12)	Prerequisite and other information
Negro American Studies	10-12	½ unit elective	
WORLD STUDIES			
World History Studies	9-12	1 unit required in either World History or World Geography Studies	
World Geography Studies*	9-12	1 unit required in either World Geography or World History Studies	
Latin American Studies	10-12	½ unit elective	
European Studies	10-12	½ unit elective	
Asian Studies	10-12	½ unit elective	
African Studies	10-12	½ unit elective	
ADVANCED SOCIAL SCIENCE PROBLEMS	10-12	½ unit elective	
INTRODUCTION TO SOCIAL SCIENCE DISCIPLINES			
Anthropology	10-12	½ unit elective	
Economics	10-12	½ unit elective	
Philosophy	10-12	½ unit elective	
Psychology	10-12	½ unit elective	
Sociology	10-12	½ unit elective	

*If taught as an elective course, credit may be ½ or 1 semester units.

SOCIAL STUDIES

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter* Time (7-8) or Credit (9-12)	Prerequisite and other information
AMERICAN STUDIES			
Texas History and Geography	7	135 clock hours, required minimum	Of this total, 72 clock hours must be in Texas History (statutory requirement)
American History and Citizenship	8	135 clock hours, required minimum	Content includes the first part of a two-year program in American history, the second year to be continued in any grade 9-12.
American History	9-12	3 quarters required	Content includes the second part of two-year program in American history begun in Grade 8.
American Government	10-12	2, 3 quarters (2 required)	
Advanced Texas Studies	10-12	1, 2 quarters elective	
American Culture Studies	10-12	1, 2 quarters elective	
American Indian Studies	10-12	1, 2 quarters elective	
Mexican American Studies	10-12	1, 2 quarters elective	
Negro American Studies	10-12	1, 2 quarters elective	

Courses	Grade Placement	Quarter* Time (7-8) or Credit (9-12)	Prerequisite and other information
WORLD STUDIES			
World History Studies	9-12	3 quarters required in either World History or World Geography Studies	
World Geography Studies*	9-12	3 quarters required in either World Geography or World History Studies	
Latin American Studies	10-12	1, 2 quarters elective	
European Studies	10-12	1, 2 quarters elective	
Asian Studies	10-12	1, 2 quarters elective	
African Studies	10-12	1, 2 quarters elective	
ADVANCED SOCIAL SCIENCE PROBLEMS	10-12	1, 2 quarters elective	
INTRODUCTION TO SOCIAL SCIENCE DISCIPLINES			
Anthropology	10-12	1, 2 quarters elective	
Economics	10-12	1, 2 quarters elective	
Philosophy	10-12	1, 2 quarters elective	
Psychology	10-12	1, 2 quarters elective	
Sociology	10-12	1, 2 quarters elective	

*If taught as an elective course, credit may be 1, 2, or 3 quarter units.

One-half and One Credit Courses Changed to 1, 2, or 3 Quarters

All one-credit social studies courses approved for Grades 9-12 must be converted to three quarter units. These courses include American History, World History Studies, and World Geography Studies.

World Geography Studies may be taught as a required course for 3 quarter units in lieu of World History Studies to meet State graduation requirements or may be taught as an elective course for either one, two, or three quarter units.

American Government must be taught as a required course for two quarter units to meet State graduation requirements. An additional one-quarter unit may be offered for elective purposes. American Government has been changed to two required quarter units from one semester unit because of an increased public and educational interest in (1) developing citizenship skills and knowledge, (2) examining political processes in depth, (3) emphasizing the 18-year-old voter, and (4) studying the Texas Constitution.

All half-credit elective social studies courses approved for Grades 9-12 may be converted to one or two quarter units.

Implications of the Lengthened Class Period

The primary implication of a longer class period under the semester unit plan concerns teaching methodology. Social studies teachers should plan several learning activities within a class period. For inquiry learning, problem-solving activities, simulation exercises, and class discussion, the longer class time allows teachers and students to proceed through well-planned social studies units in an organized manner. To sustain student interest, teachers may also plan in a class period several instructional techniques and methods such as discussion, textbooks, lecture, questioning strategies, and audio-visual materials.

Sequencing and Scheduling

The social studies program for Grades K-12 is planned as a total sequence so that learnings are developmental and cumulative as students advance from one level to the next. Content selected for teaching and learning, therefore, is planned in a developmental sequence within a conceptual framework to ensure transferability of accumulated knowledge and ideas from one context or experience to another.

Instructional Resources, Including Textbooks

State-adopted and locally purchased textbooks may serve as the major resources for social studies courses. The textbook can be and is used in varied ways and in connection with almost every method. However, organization and content for the courses need not be rigidly dictated by the text. Instructional materials such as films, filmstrips, slides, tape recordings, transparencies, pictures, maps and globes, and models may also be used as resources for social studies courses.

Experimental Courses

Schools may wish to enrich their social studies programs with the semester unit or quarter unit electives drawn from the official List of Approved Courses or develop experimental courses based on the needs and desires of students in the local situation. Examples of experimental courses which may be offered are:

- Environmental Studies. An analysis of the environmental issues and problems based on political, economic, and social implications on the American society.
- Practical Citizenship. A development of a realistic understanding of decision-making and leadership processes and of the contributions that ordinary citizens do and can make to those processes.
- Urban Development in the United States. A study of geographic and socioeconomic growth in the United States.
- Consumer Economics. A study of economic decision-making by individuals as consumers.
- Reform Movements in the United States. A study of the role of various reform movements as a part of the process of developing the American nation.
- Demography. A study of the areal and spatial distribution of population.
- World Leaders. A study of the ideas and activities of political, religious, and intellectual leaders of the world—past and present.
- International Relations. A study of the conflict of competing political, economic, and social ideologies in the world.

. World Religions. A historical study of the different religions existing in the world.

. Women in U. S. History. A study of the role and contribution of women to the growth and development of the United States.

VOCATIONAL COURSES

AGRICULTURE*

List of Approved Courses, Semester Unit Plan (80 Minute-Periods)

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Voc-Ag I	9-12	1 1/2 units	
Voc-Ag II	10-12	1 1/2 units	Voc-Ag I
Voc-Ag III	10-12	1 1/2 units	Voc-Ag I
Voc-Ag IV	11-12	1 1/2 units	Voc-Ag I; either Ag II or Ag III
Co-op I	11-12	2 1/2 units for 240 clock hours plus 525 hours of supervised work experience	16 years of age
Co-op II	11-12	2 1/2 units for 240 clock hours plus 525 hours of supervised work experience	16 years of age
Pre-employment I	11-12	3 units for 480 clock hours of classroom and laboratory training	
Pre-employment II	11-12	3 units for 480 clock hours of classroom and laboratory training	

*See page 8 for special provisions for Occupational Programs.

VOCATIONAL COURSES

AGRICULTURE*

List of Approved Courses, Quarter Unit Plan (55-minute period)

Courses	Grade Placement	Quarter Units Time (7-8) or Credit (9-12)	Prerequisite and other information
Voc-Ag I	9-12	3 or 6 quarters	
Voc-Ag II	10-12	3 or 6 quarters	Voc-Ag I
Voc-Ag III	10-12	3 or 6 quarters	Voc-Ag I
Voc-Ag IV	11-12	3 or 6 quarters	Voc-Ag I; either Ag II or Ag III
Co-op I	11-12	6 quarter units for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Co-op II	11-12	6 quarter units for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Pre-employment I	11-12	9 quarter units for 480 clock hours of classroom and laboratory training OR 6 quarter units for 320 clock hours of classroom and laboratory training	

Courses	Grade Placement	Quarter Units Time (7-8) or Credit (9-12)	Prerequisite and other information
Pre-employment II	11-12	9 quarter units for 480 clock hours of classroom and laboratory training OR 6 quarter units for 320 clock hours of classroom and laboratory training	

*See page 8 for special provisions for Occupational Programs.

Program Policies and Standards

All programs must operate in compliance with the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students and Vocational Agriculture Education Program Standards.

Credits

Under the semester unit plan, the credits have been increased in keeping with the time devoted to each area of the program.

Implications of the Lengthened Class Periods

More time will be available which will require additional teaching material. The latest Basic Curriculum Guide for Production Agriculture In Texas will be followed.

Instructional Resources

Prepared instructional material in all areas of agriculture, with transparencies and slides, is available through the Instructional Services, College Station, Texas.

There are twenty State adopted texts available to each school.

Sequence and Scheduling

All students must be enrolled for three consecutive quarters, and class periods when longer than 55 minutes shall be consecutive.

Prerequisites

In teaching production agriculture, Voc-Ag I is required before a student takes Voc-Ag II or III. In taking Voc-Ag IV, a student must have completed Voc-Ag I and either Voc-Ag II or III.

The cooperative and pre-employment courses are taught at grades 11 and 12. The student must be 16 years of age and there are no prerequisites required. It is desirable, however, for a student to have completed Voc-Ag I and Voc-Ag II or III.

Experimental Courses

All courses not included in the List of Approved Courses are considered experimental courses and must have prior approval.

VOCATIONAL COURSES

COORDINATED VOCATIONAL-ACADEMIC EDUCATION

Academic Phase

List of Approved Courses, Semester Unit Plan (80-minute periods)

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and Other Information
English/Language Arts	7-8	260 clock hours, required minimum	
English I-IV	9-12	1-4 units, 3 units required	
Mathematics	7-8	260 clock hours, required minimum	
Mathematics I-II	9-12	2 units required	
Science	7-8	130 clock hours, minimum	
Science I-II	9-12	2 units required	
Social Studies	7-8	260 clock hours required. Texas history and geography, Grade 7. American history and Citizenship, Grade 8.	
Social Studies I-III	9-12	2½ units required, American history, 1 unit. World history or World Geography Studies, 1 unit. American Government, ½ unit.	

VOCATIONAL COURSES

COORDINATED VOCATIONAL-ACADEMIC EDUCATION

Vocational Phase

List of Approved Courses, Semester Unit Plan (80-minute periods)

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and Other Information
Pre-employment Laboratory Training*	7-8	2 consecutive class periods each day	14 years of age
	9-12	3 units for 480 clock hours of classroom and shop instruction per year.	
Cooperative Training**	9-12	2-1/2 units for 240 hours of classroom instruction plus 525 hours of work experience per year.	16 years of age

*CVAE - Pre-employment Laboratory programs are offered in Agriculture, Homemaking, Office, and Industrial Education.

**CVAE - Cooperative Training is offered in Industrial Education.

VOCATIONAL COURSES

COORDINATED VOCATIONAL-ACADEMIC EDUCATION

Academic Phase

List of Approved Courses, Quarter Unit Plan (55-minute periods)

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
English/Language Arts	7-8	270 clock hours, required minimum	
English I-IV	9-12	1-12 units, 9 units required	
Mathematics	7-8	270 clock hours, required minimum	
Mathematics I-II	9-12	6 units required	
Science	7-8	135 clock hours, minimum	
Science I-II	9-12	6 units required	
Social Studies	7-8	270 clock hours, required. Texas History and Geography in Grade 7. American History and Citizenship in Grade 8.	
Social Studies I-III	9-12	8 units required, American History, 3 units. World History or World Geography Studies, 3 units. American Government, 2 units.	

VOCATIONAL COURSES

COORDINATED VOCATIONAL-ACADEMIC EDUCATION

Vocational Phase

List of Approved Courses, Quarter Unit Plan (55-minute periods)

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
Pre-employment Laboratory Training*	7-8	2 consecutive class periods daily	14 years of age
	9-12	6 quarters, 320 clock hours of classroom and shop instruction per year	
Cooperative Training**	9-12	6 quarters for 160 clock hours, plus 525 hours of supervised work experience	16 years of age

*CVAE - Pre-employment Laboratory programs are offered in Agriculture, Homemaking, Office, and Industrial Education.

**CVAE - Cooperative Training is offered in Industrial Education.

Policies and Standards

All Coordinated Vocational-Academic Education programs shall be operated in compliance with the Guide for Public Schools in Planning Programs of Occupational Education for In-school Youth and the Vocational Program Standards for Coordinated Vocational Academic Education in Agriculture, Homemaking, Industrial, and Office Education.

Coordinated Vocational-Academic Education (CVAE) Courses Changed to 1, 2, or 3 quarters

CVAE laboratory courses previously offered in grades 7 and 8 for two semesters will be converted to three quarters with a minimum of 90 consecutive minutes scheduled for each class each school day for three quarters.

CVAE pre-employment laboratory courses previously offered in grades 9-12 for two semesters will be converted to three quarters with a minimum of 110 consecutive minutes scheduled for each class each school day for three quarters.

CVAE Cooperative Education previously offered in grades 9-12 for two semesters will be converted to three quarters with a minimum of 55 minutes scheduled for each related class each school day for three semesters plus 525 hours of supervised work experience for each student enrolled.

Implications of the Lengthened Class Period

Extending class time to an 80-minute period allows for greater scope and depth of instruction. The additional time must be used for enrichment of the curriculum with a variety of teaching-learning methods.

Under the 80 minute scheduling system, the school day normally consists of only five periods. Because CVAE laboratory programs in grades 9-12 require 160 minutes each day, some difficulty may be encountered in scheduling the modified academic courses which must be offered concurrently with the vocational portion of the program. For CVAE cooperative education students, who must be scheduled for one 80-minute period of related class work and three hours of supervised work experience each day, only two periods would remain for the required modified academic subjects.

Sequencing and Scheduling

All CVAE courses must operate for three consecutive quarters whether under the quarter unit plan (55-minute periods) or the semester unit plan (80-minute periods).

Credit has been increased for courses offered for three quarters to be commensurate with the time required.

In CVAE laboratory programs, the instructional time, whether two 45-minute periods (grades 7 and 8), two 55-minute periods, two 65-minute periods, or two 80-minute periods, must be consecutive without interruption for lunch, activity period, or other reasons.

Approvable CVAE Courses

The following CVAE courses may be approved in Agriculture, Homemaking, Industrial, and Office Education:

Agriculture Education
- Grades 7-12, General Farm and Ranch Mechanical Repair
- Grades 7-12, Horticulture Related

Homemaking Education
- Grades 7-12, Home and Community Services
- Grades 9-12, Food Services
- Grades 9-12, Clothing Services
- Grades 9-12, Home Furnishing Services

Industrial Education
- Grades 7-12, Building Maintenance
- Grades 7-12, General Construction Trades
- Grades 7-12, General Mechanical Repair
- Grades 7-12, Metal Trades
- Grades 7-12, Commercial Display and Decoration
- Grades 7-12, General Marine Repair
- Grades 9-12, CVAE Cooperative Training

Office Education
- Grades 7-12, Office Duplication Practices

Instructional Resources, Including Textbooks

There are no State adopted textbooks for CVAE laboratory programs. However, the materials in some textbooks may be adapted for the students by the teacher.

Appropriate to the nature of the courses and the abilities of the students

enrolled, a wide variety of films, filmstrips, slides, posters, transparencies, tapes, charts, models, and other instructional resources should be used to enhance learning experiences.

Experimental Courses

Experimental courses in all CVAE programs must have prior approval of the Division of Public School Occupational Programs, Department of Occupational Education and Technology, Texas Education Agency before they may be offered.

VOCATIONAL COURSES

DISTRIBUTIVE EDUCATION*

List of Approved Courses, Semester Unit Plan (80-minute periods)

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Distributive Education I	11-12	2 1/2 units for 240 clock hours plus 525 hours of supervised work experience	16 years of age
Distributive Education II	12	2 1/2 units for 240 clock hours plus 525 hours of supervised work experience	16 years of age
Pre-employment	10-11 or 12	1 1/2 units per year for 240 clock hours. Maximum of 2 years	14 years of age
Combination (Pre-employment Laboratory and Cooperative Part-time)	10-11 for PEL; 11-12 for Coop	1 1/2 units for 240 hours for one year's enrollment in a Pre-employment class followed by 2 1/2 units for one year's enrollment in the Part-time Co-op class for 240 hours with 525 hours of supervised work experience	14 years of age for the Pre-employment Laboratory class; 16 years of age for the Co-op Part-time class

*See page 8 for special provisions for Occupational Programs.

VOCATIONAL COURSES

DISTRIBUTIVE EDUCATION*

List of Approved Courses, Quarter Unit Plan (55-minute periods)

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Distributive Education I	11-12	6 quarters for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Distributive Education II	12	"	16 years of age
Pre-employment	10-11 or 12	6 quarters for 320 clock hours. Maximum of 2 years	14 years of age
Combination (Pre-employment Laboratory and Cooperative Part-time)	10-11 for PEL portion; 11-12 for Coop portion	3 quarters for the one year's enrollment in 1 hour Pre-employment class if followed by 6 quarters for 1 year's enrollment in the Co-op Part-time class with 525 hours of supervised work experience	14 years of age for the Pre-employment Laboratory class; 16 years of age for the Co-op Part-time class

*See page 8 for special provisions for Occupational Programs.

Policies and Standards

All Distributive Education training must be conducted in accordance with the Program Standards for Distributive Education and with the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students.

Sequence in Scheduling

In the Cooperative Part-time Program, or the Combination Program, the required afternoon employment experience must be received concurrently with the related classroom instruction. The nature of both the group discussion teaching and individualized instruction makes this necessary.

Implications of the Lengthened Class Period

The possible lengthening of the class period must be accompanied by planned use of the extra class time which will result in increased benefits to the students. This could include extra general study hall or library time, and with necessary planning, it could be devoted to extra Distributive Education individualized study time or expansion of topics covered in group discussion teaching.

Instructional Resources

Teacher coordinator manuals and student individualized study manuals and kits for Distributive Education are available from the Instructional Materials Laboratory at the Division of Extension of the University of Texas.

Program Standards for Distributive Education are available, upon request, from the state director of Distributive Education.

Experimental Courses

All courses not included in the Certified List of Courses are considered experimental and must have prior approval.

VOCATIONAL COURSES

HEALTH OCCUPATIONS EDUCATION*

List of Approved Courses, Semester Unit Plan (80-Minute Periods)

Courses	Grade Placement	Semester Credit (9-12)	Prerequisite and other information
Health Occupations Cooperative Training	11-12	2-½ units for 240 clock hours plus 525 hours of supervised work experience per year	16 years of age; Biology 1 year or taken concurrently
Health Occupations Pre-Employment Laboratory	11-12	3 units for each 480 hours of instruction	Biology 1 year or taken concurrently

*See page 8 for special provisions for Occupational Programs.

VOCATIONAL COURSES

HEALTH OCCUPATIONS EDUCATION*

List of Approved Courses, Quarter System (55-Minute Periods)

Courses	Grade Placement	Quarter Credit (9-12)	Prerequisite and other information
Health Occupations Cooperative Training	11-12	6 quarters for 160 clock hours and 525 hours supervised work experience	16 years of age Biology 1 year or taken concurrently
Health Occupations Pre-Employment Laboratory	11-12	9 quarters for each 480 hours of instruction	Biology 1 year or taken concurrently

*See page 8 for special provisions for Occupational Programs.

Policies and Standards

All health occupations education programs shall be operated in compliance with the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students and the Vocational Health Occupations Program Standards.

Implications of the Lengthened Class Period

Extending class time for the cooperative training program to an 80-minute period allows greater scope and depth of material to be covered in the classroom portion. Teachers must see that this additional time is used for enrichment of the curriculum and must be careful not to use the 80-minute period merely to dilute what could be covered in a 55-minute period.

Under the 80-minute scheduling system, the school day normally consists of only five periods. As a student must be in the cooperative related class for one period and in cooperative training for two of these periods, he would have only two remaining periods in which to schedule his other required subjects. Thus, the 80-minute scheduling system imposes some difficulty in student scheduling for cooperative training programs.

Sequencing and Scheduling

In laboratory programs the instructional time, whether two 80-minute periods or three 55-minute periods, must be scheduled consecutively without interruption for lunch or other reasons.

Instructional Resources, Including Textbooks

Instructional resources and other operating standards for health occupations programs are outlined in Vocational Health Occupations Program Standards available from the Health Occupations Education office.

Experimental Courses

Exemplary and experimental programs in health occupations education are considered individually upon application.

VOCATIONAL COURSES

HOMEMAKING EDUCATION

List of Approved Courses, Semester Unit Plan (80-Minute Periods)

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Homemaking I	9	½ to 1 unit; 80-160 clock hours	
Homemaking II	10	"	1 unit in Homemaking I
Homemaking III	11-12	"	1 unit in Homemaking I and 1 unit in Homemaking II
Homemaking IV	12	"	1 unit in each Homemaking I, II, and III
Home and Family Living	11-12	"	
Child Development	11-12	½ unit; 80 clock hours	
Consumer Education	11-12	"	
Home Management	11-12	"	
Home Nursing	11-12	"	
Home Furnishings	11-12	"	
Summer Phase	9-12	½ unit per summer for not more than two summers	First summer, one unit in Homemaking; second summer, two units in Homemaking
*Home Economics Cooperative Education I	11-12	2 ½ units for 240 clock hours of classroom instruction and 525 hours of supervised work experience per school year	16 years of age; students may earn five units if the occupation requires two years of training

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
*Home Economics Cooperative Education II	12	2 ½ units for 240 clock hours of classroom instruction and 525 hours of supervised work experience per school year	Home Economics Cooperative Education I
*Home Economics Pre-employment Laboratory I	10-12	3 units for 480 clock hours of classroom and laboratory instruction in 2 consecutive class periods daily	
*Home Economics Pre-employment Laboratory II	12	3 units for 480 clock hours of classroom instruction in 2 consecutive class periods daily	Home Economics Pre-employment Laboratory I

*Home Economics students enrolled in Home Economics Pre-employment Laboratory I and II and Home Economics Cooperative Education I and II must be enrolled for three consecutive quarters in the school year in order for credit to be granted as earned. See also page 8 for special provisions for Occupational Programs.

VOCATIONAL COURSES

HOMEMAKING EDUCATION

List of Approved Courses, Quarter Unit Plan

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Homemaking I	9	1, 2, 3 quarters	
Homemaking II	10	1, 2, 3 quarters	Homemaking I, 3 quarters
Homemaking III	11-12	1, 2, 3 quarters	Homemaking I and II, 6 quarters
Homemaking IV	12	1, 2, 3 quarters	Homemaking I, II, and III, 9 quarters
Child Development	11-12	1 quarter	
Consumer Education	11-12	2 quarters	None
Consumer Education	11-12	1 quarter	Home and Family Living, 2 quarters
Home and Family Living	11-12	2, 3 quarters	
Home Management	11-12	1 quarter	
Home Nursing	11-12	1 quarter	
Home Furnishings	11-12	1 quarter	
Summer Phase	9-12	1 quarter per summer for not more than two summers	First summer, three quarters in Homemaking; second summer, six quarters in Homemaking
*Home Economics Cooperative Education I	11-12	6 quarter units for 160 clock hours of classroom instruction plus 525 hours of supervised work experience	16 years of age

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
*Home Economics Cooperative Education II	12	6 quarter units for 160 clock hours of classroom instruction plus 525 hours of supervised work experience	Home Economics Cooperative Education I
*Home Economics Pre-employment Laboratory I	10-12	6 quarter units for 320 clock hours of classroom and laboratory instruction in 2 consecutive class periods daily	
*Home Economics Pre-employment Laboratory II	12	6 quarter units for 320 clock hours of classroom and laboratory instruction in 2 consecutive class periods daily	Home Economics Pre-employment Laboratory I

*Home Economics students enrolled in Home Economics Pre-employment Laboratory I and II and Home Economics Cooperative Education I and II must be enrolled for three consecutive quarters in the school year in order for credit to be granted as earned. See also page 8 for special provisions for Occupational Programs.

Policies and Standards

All vocational homemaking education programs shall be operated in compliance with the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students and the Vocational Homemaking Education Program Standards.

Non-Vocational Homemaking Education

Schools operating non-vocational homemaking education may offer any or all of the approved sequence courses — homemaking I-IV, and the specialized semester or quarter courses in Child Development, Consumer Education, Home and Family Living, Home Management, and Home Nursing. Non-vocational programs may also offer the Summer Phase of Homemaking provided the teacher is employed for eleven months.

Home Economics Cooperative Education and Pre-employment Laboratory Education are not approved for non-vocational programs.

The following guidelines, with the exception of experimental courses, apply to both vocational and non-vocational homemaking education program.

One-half and One Credit Courses Changed to 1, 2, or 3, Quarters

The sequence courses of Homemaking I-IV formerly offered for two semesters will be converted to three quarters (55-minute periods). Home and Family Living previously offered for a semester or a full year will be offered for a minimum of two quarters but may be offered for three quarters. The specialized courses previously offered for one semester will become one quarter courses with the exception of Consumer Education. Consumer Education may be offered for one quarter only when students enrolled have completed two quarters of Home and Family Living. For students who have not completed two quarters of Home and Family Living, Consumer Education is to be a two-quarter course. Home Economics Cooperative Education and Home Economics Pre-employment Laboratory courses are offered for three consecutive quarters.

Implications of the Lengthened Class Period

The 80-minute class period poses some problems for Homemaking Education. The lengthened period is good for laboratory work. However, it would be difficult to include all of the subject matter content as outlined in the Conceptual Framework for Homemaking Education in Texas in two quarters (80-minute periods). Class activities other than laboratory work for such a long period of time would require careful structuring with a variety of teaching-learning methods.

Sequencing and Scheduling

Homemaking I-IV are comprehensive courses and include learning experiences in six major subject matter areas. The content areas are developed in a sequential order. Therefore, one full unit or three quarters of Homemaking I is a prerequisite to Homemaking II. Two units or six quarters of Homemaking I and II are prerequisites to Homemaking III. Three units or nine quarters of Homemaking I, II, and III are prerequisites to Homemaking IV. Because of the sequential development of these courses, a combination of these courses cannot be conducted in one class period; for example, Homemaking II and III students cannot be combined in one class period.

The scheduling of semester or quarter courses at the junior and senior grade levels provide opportunities for specialized study in one or more areas of homemaking for students who have not taken the sequence courses.

Instructional Resources, Including Textbooks

State adopted textbooks are provided for each of the six subject matter areas in Homemaking Education. The multiple choice of textbooks makes it possible for schools to have appropriate books for each of the sequence and specialized courses. In addition to textbooks, a wide variety of films, filmstrips, slides, posters, transparencies, tapes, charts, models, bulletins, pamphlets, reference books, and other instructional resources should be used to enhance learning experiences.

Curriculum guides and teacher-student study guides are available from the Home Economics Instructional Materials Center.

Experimental Courses

The approved types of programs and courses in Homemaking Education provide for varied interests and needs of students. Therefore, before experimental courses may be offered in a vocational homemaking education program prior approval must be obtained from the Division of Public School Occupational Programs, Department of Occupational Education and Technology, Texas Education Agency.

VOCATIONAL COURSES

INDUSTRIAL EDUCATION*

List of Approved Courses, Semester Unit Plan (80-minute periods)

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Single Skilled Occupations	10-12	3 units for each 480 clock hours of instruction	None
Skilled Occupations Shop Programs	10-12	3 units for each 480 clock hours of instruction	None
Vocational Industrial Cooperative Training	11-12	2½ units for 240 clock hours plus 525 hours of supervised work experience per year	16 years of age

*See page 8 for special provisions for Occupational Programs.

VOCATIONAL COURSES

INDUSTRIAL EDUCATION*

List of Approved Courses, Quarter Unit Plan (55-minute periods)

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Single Skilled Occupations	10-12	6 quarters for each 320 clock hours of instruction	None
Skilled Occupations Shop Programs	10-12	9 quarters for each 480 hours of instruction	None
Vocational Industrial Cooperative Training	11-12	6 quarters for 160 clock hours of instruction plus 525 hours of supervised work experience per year; 12 quarters total	16 years of age

*See page 8 for special provisions for Occupational Programs.

Policies and Standards

All vocational industrial education programs shall be operated in compliance with the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students and the Vocational Industrial Education Program Standards.

Implications of the Lengthened Class Period

Extending the class period length to eighty minutes will present no apparent problem for pre-employment laboratory programs.

Industrial cooperative training programs operating under the eighty minute scheduling system will experience an increase in related class instruction time from 160 clock hours to 240 clock hours. This extended period allows for a greater scope and depth of instructional material to be covered. Coordinators must plan their instructional program in such a way to ensure that the additional instructional time will result in an enrichment of the curriculum rather than simply additional class time. The eighty minute period must be scheduled for three consecutive quarters to provide related technical information studies concurrent with the supervised training experience.

Sequencing and Scheduling

In the pre-employment laboratory programs the instructional time, whether two 80-minute periods or three 55-minute periods, must be scheduled consecutively without interruption for lunch or other reasons.

All vocational industrial education programs must be scheduled for three consecutive quarters.

Instructional Resources, Including Textbooks

The current textbooks under adoption in vocational industrial education can be easily adapted to the quarter system. Other instructional materials available through the materials development laboratories at Texas A&M University and the University of Texas can be easily adapted to the quarter system.

Experimental Courses

Experimental courses in vocational industrial education may be offered provided prior approval is granted by the Division of Public School Occupational Programs, Department of Occupational Education and Technology, Texas Education Agency.

VOCATIONAL COURSES

OFFICE EDUCATION*

List of Approved Courses, Semester Unit Plan (80-minute periods)

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Office Education Cooperative Training	12	2½ units for 240 clock hours plus 525 hours of supervised work experience	16 years of age; one unit of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machines operators
Pre-employment Laboratory in Office Education	11 or 12	3 units for 480 clock hours in 2 consecutive class periods daily	one unit of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators
	or		
Pre-employment Laboratory in Office Education	11	1½ units for 240 clock hours in one 80 minute class period daily	one unit of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators
	or		
Pre-employment Laboratory in Office Education	12	2 units for 320 clock hours in one 80 minute class period daily for two quarters and two classes one quarter	one unit of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators

*See page 8 for special provisions for Occupational Programs.

VOCATIONAL COURSES

OFFICE EDUCATION*

List of Approved Courses, Quarter Unit Plan (55-minute periods)

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Office Education Cooperative Training	12	6 quarters for 160 clock hours plus 525 hours of supervised work experience	16 years of age; 3 quarter units of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators
Pre-employment Laboratory in Office Education	11 or 12	6 quarters for 320 clock hours in 2 consecutive class periods	3 quarter units of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators
Pre-employment Laboratory in Office Education	11 or 12	9 quarters for 480 clock hours in consecutive class periods daily	3 quarter units of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators

*See page 8 for special provisions for Occupational Programs.

Program Policies and Standards

All programs must operate in compliance with the Guide for Public Schools in Planning Programs of Occupational Education for In-School Students and the Vocational Office Education Program Standards.

Credits

Under the semester unit plan the credits have been increased in keeping with the time devoted to each area of the program.

Implications of the Lengthened Class Periods

More time will be available for each class period. This will require additional teaching materials. The basic core curriculum for all office occupations and the specialty units for designated office occupations will be followed.

Instructional Resources

Instructional resources and other operating standards for Vocational Office Education are outlined in Vocational Office Education Program Standards, available upon request from the state director of Vocational Office Education. The lengthened class periods will require additional instructional material.

Sequence in Scheduling

All students must be enrolled for three consecutive semesters or quarters and class periods shall be consecutive.

Experimental Courses

All courses not included in the Certified List of Courses are considered experimental and must have prior approval.

MISCELLANEOUS COURSES

List of Approved Courses, Semester Unit Plan (80-minute periods)

Courses	Grade Placement	Semester Time (7-8) or Credit (9-12)	Prerequisite and other information
Driver Education Instruction	9-12	½ unit local credit	None
General Agriculture (non-vocational)	7-12	1 unit	
*General Homemaking (non-vocational)	7-8	65 clock hours, minimum	
General Homemaking I-IV (non-vocational)	9-12	½-4 units	
Bible	9-12	½-1 unit	
Aerospace/Aviation Education I	10-12	½ unit	None
Aerospace/Aviation Education II	10-12	½ unit	None
Aerospace/Aviation Education III	11-12	½ unit	Aerospace/Aviation Education II
Aerospace/Aviation Education IV	11-12	½ unit	Aerospace/Aviation Education III

*See page 92 for information on policies and standards for non-vocational homemaking education.

MISCELLANEOUS COURSES

List of Approved Courses, Quarter Unit Plan (55-minute periods)

Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and other information
Driver Education Instruction	9-12	1, 2 quarters	None
General Agriculture (non-vocational)	7-12	3 quarters	
*General Homemaking (non-vocational)	7-8	45 clock hour minimum	
General Homemaking I-IV (non-vocational)	9-12	1-12 quarters	
Bible	9-12	1, 2, 3 quarters	
Aerospace/Aviation Education I	10-12	1, 2 quarters	None
Aerospace/Aviation Education II	10-12	2 quarters	None
Aerospace/Aviation Education III	11-12	1, 2 quarters	Aerospace/Aviation Education II
Aerospace/Aviation Education IV	11-12	2 quarters	Aerospace/Aviation Education III

*See page 92 for information on policies and standards for non-vocational homemaking education.